

## Intentionality Early Literacy Practices and Your Book

Early Literacy Component	Examples (You can add more)	Your Book
<b>Phonological Awareness</b> <i>Ability to hear and play with the smaller sounds in words</i> Environmental sounds, singing, clapping syllables, rhyming, beginning sounds	Animal sounds/environmental sounds in books Books with onomatopoeia Pointing out rhymes in rhyming books Books with alliteration and point out beginning sounds Nursery rhyme books Use songbooks or sing all or part of a book	
<b>Print Awareness/Conventions</b> <i>Knowing that print has meaning</i> Environmental print; how to handle a book; direction of print; author/title	Run finger under words in title Run finger under words in repeated phrase Hold book upside down as you start to read Point out the title—the title of our next book is . . . Point out names of author/illustrator and what they do Call attention to the print in a picture or to a word with an interesting font	
<b>Letter Knowledge</b> <i>Same letter can look different; letters have names and represent sounds</i> Shapes, alike and different, visual matching, letters	Talk about shapes in book illustration Read a shape book Compare how illustrations of two objects or characters look similar or different Point out a letter and look for more Point out upper and lower case of a letter Read alphabet book, preferably one with a good story Share alphabet book, not necessarily whole book	
<b>Vocabulary</b> <i>Knowing the meanings of words including names of things, feelings, concepts and ideas</i> Learning the meanings of new words	Add interesting words to a simple book Read books with unfamiliar words Read books with familiar words and add an unfamiliar word, a synonym Share factual book Discuss how two words with similar meaning are alike and different Use books with words for feelings or put feeling words to characters' expressions	
<b>Background Knowledge</b> <i>Prior knowledge—Includes:</i> <ul style="list-style-type: none"> <li>• content knowledge (factual)</li> <li>• book/story knowledge               <ul style="list-style-type: none"> <li>▫ enjoyment—print motivation</li> <li>▫ story structure</li> <li>▫ narrative skills (retelling)</li> </ul> </li> <li>• conceptual thinking: abstract thinking-- sequencing, predicting, problem solving, etc. It includes but is more than specific concepts such as shapes, colors.</li> </ul>	Share concept books or talk about concepts in books Share cumulative books Share factual books—in whole or in part Choose books you enjoy and tell them why Make book interactive for engagement Have children say a repeated word, phrase Have children retell story—can use book, props, flannelboard, puppets Relate what is happening in the book to their own experiences Ask, What do you think will happen next?	